

Wincheap Foundation Primary School - Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School Name	Wincheap Foundation Primary School
Number of pupils in school	434
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021- 2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Nicola Dawson Headteacher
Pupil premium lead	Erica Kokle Deputy Headteacher
Governor / Trustee lead	Dr. Alison Cogger Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£205,025
Recovery premium funding allocation this academic year	£21,715 Recovery Premium £5,040 Tutoring
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£231,780

Part A: Pupil premium strategy plan

Statement of intent

At Wincheap, we are committed to enabling all pupils, regardless of their background or any individual barriers to success they may face, to make the progress they are capable of and achieve high attainment across the full, rich curriculum. Our pupil premium strategy focuses on supporting disadvantaged pupils to reach their full potential, including those who are already high attainers.

Our strategy supports the needs of all our vulnerable pupils, including those who have a social worker, young carers and those with SEND, irrespective of whether they are disadvantaged or not.

There is clear evidence that high-quality teaching has the greatest impact on narrowing the attainment gap for disadvantaged pupils. Therefore, our approach is underpinned by a sharp focus on ensuring that all pupils access the best possible teaching and learning experiences. This will benefit not only the disadvantaged, but also those in other vulnerable groups, and indeed all pupils in our school.

This strategy is a key element of our school planning for education recovery, particularly through the use of the National Tutoring Programme to provide additional targeted support for those whose learning and attainment have been most adversely affected by the COVID-19 pandemic, including disadvantaged as well as non-disadvantaged pupils.

The strategies we implement reflect common challenges and barriers to success and pupils' individual needs identified through diagnostic assessment and partnership with pupils and families. Our approach is shared by all staff in school with collective responsibility for ensuring that disadvantaged pupils are both challenged and supported to reach their full potential and that those in danger of falling behind are quickly identified and interventions put in place. We are committed to high aspirations and expectations for the outcomes of all pupils, including the disadvantaged, and share a common goal of narrowing the attainment gap in our school.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments and observations show that a significantly higher proportion of pupils eligible for the pupil premium have poor oral language skills and vocabulary on entry to Reception compared with other pupils, which limits some disadvantaged pupils' attainment in writing by the end of both KS1 and KS2.

2	Assessments and observations indicate that disadvantaged pupils generally find phonics and early reading more challenging than their peers. This impacts negatively on their reading development and outcomes in the phonics screening check and in reading at the end of KS1.
3	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is lower than that of non-disadvantaged pupils, particularly in outcomes at KS1.
4	A number of pupils from disadvantaged backgrounds also have specific learning difficulties that reduce their academic progress, including a significant number in our Speech and Language Department (SLD) with statements / EHC plans for severe and complex speech, language and communication disorders.
5	Assessments and observations indicate that the education of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. This has led to significant gaps in knowledge resulting in pupils falling further behind age-related expectations in all core subject areas.
6	Our assessments, observations and discussions with pupils and families have identified that many of our disadvantaged pupils face social and emotional challenges adversely affecting their attainment and well-being. These include a lack of enrichment opportunities (particularly during partial school closure), low parental engagement in and support for learning, and high levels of family support required.
7	Attendance rates for pupils eligible for pupil premium are below the target for all pupils (96%). A significant number have persistent absence. This reduces their school hours and adversely affects their progress.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils leading to faster reading and writing progress in KS1 and in subsequent years.	<p>Triangulated assessments and observations demonstrate significantly improved oral language and vocabulary among disadvantaged pupils.</p> <p>Children eligible for PP make rapid progress by the end of reception so that most meet age-related expectations in communication and language and literacy.</p> <p>Interventions and small group teaching impact positively on progress in writing across all phase groups so that outcomes in writing for disadvantaged pupils are in line with those of non-disadvantaged pupils.</p>
Disadvantaged pupils make sufficient progress to meet or exceed age-related expectations in reading in phonics	Reading outcomes in 2024/25 show that a greater proportion of disadvantaged pupils are reaching the expected standard at the

Improved attainment in maths among disadvantaged pupils

All pupils, especially disadvantaged pupils with SEND in mainstream as well as those with severe and complex speech, language and communication difficulties in the SLD, make the progress they are capable of across the full curriculum

Disadvantaged pupils, including those with SEND and in early years can access the full, rich curriculum and make the progress they are capable of as they move through the school (with the curriculum as the progress model)

A consistent whole-school approach to social-emotional learning (SEL) supports pupil well-being, effective learning behaviours and reduces barriers to learning following COVID-19 especially for disadvantaged pupils

Improved rates of attendance and punctuality for targeted disadvantaged pupils

end of Year 1 and Year 2, in line with those of non-disadvantaged pupils.

A greater proportion of disadvantaged pupils reach the expected standard in maths in 2024/25 particularly in KS1.

Disadvantaged pupils with SEND/ speech and language difficulties make rapid progress across the curriculum in line with targets at regular assessment points and a greater proportion meets age-related expectations.

Assessment and monitoring show that pupils eligible for the pupil premium across the school make strong progress from their personal starting points in all subjects and year groups, reducing variations in pupil progress.

Outcomes for disadvantaged pupils in all year groups and curriculum areas meet or exceed targets (set against prior attainment and aligned to school and national in 2018 – 19/2021 - 22)

Improved well-being and SEMH, particularly for disadvantaged pupils, impact positively on attendance, behaviour and attitudes to learning, enabling all pupils to make expected or better progress

Participation of disadvantaged pupils in extra-curricular and enrichment activities is significantly increased.

Focused partnership work and support for parents and families results in increased engagement with school to support pupils' learning, particularly for disadvantaged pupils

Overall PP attendance increases and persistent absence decreases by 2023-24 demonstrating sustained improvements in line with any LA or national benchmarks
Pastoral and attendance teams continually monitor and support pupils whose attendance falls below 95%.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 105,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Refinement of diagnostic assessment and feedback strategies underpinned by training for staff to ensure effective implementation	Providing feedback has a strong evidence base demonstrating high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve: Feedback EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5
CPD and refinement in implementation of whole-school structured schemes of work for reading comprehension and grammar, punctuation and spelling to support pupils' writing development	Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf	1
Monitoring impact of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils and purchase of additional matched reading books	Phonics approaches have a strong evidence base that indicates a positive impact on the development of early reading skills, particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Continue to implement maths mastery learning scheme and provide capacity for small group teaching and structured interventions for additional support	Evidence from the EEF on best practice in maths teaching: Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk) KS2 KS3 Maths Guidance 2017.pdf Mastery learning EEF (educationendowmentfoundation.org.uk)	3
Ongoing CPD and development time for subject leaders to refine the curriculum with maps for	Research evidence from Ofsted and the EEF on effective curriculum:	1, 2, 3, 4, 5

<p>sequential development of knowledge and ensure that they are consistently followed by all teachers in all subjects and all year groups including in the EYFS and the SLD</p>	<p>Curriculum research reviews - GOV.UK (www.gov.uk)</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>KS2 KS3 Maths Guidance 2017.pdf</p>	
<p>Year 6 and Year 4 to be divided into 3 classes of 20 pupils and deploy additional teaching staff all phase groups, including in reception and the SLD to increase capacity for timely, quality intervention and support</p>	<p>Evidence shows that reducing class sizes can have a positive impact on pupil progress:</p> <p>Reducing class size EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 4, 5</p>
<p>Implement a consistent whole-school approach to social-emotional learning (SEL) to support effective learning behaviour supported by professional development and training for staff</p>	<p>Extensive evidence associates childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>6</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement Nuffield Early Language Intervention (NELI) programme to enrich language development and vocabulary</p>	<p>Oral language interventions have been shown to have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>NELI is a programme for children in reception, which has been found to</p>	<p>1</p>

	<p>improve children’s language and early literacy skills.</p> <p>Nuffield Early Language Intervention (NELI) - Development of an... EEF (educationendowmentfoundation.org.uk)</p>	
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support</p>	<p>A strong evidence base for phonics approaches demonstrates a positive impact on pupils, particularly from disadvantaged backgrounds:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Provision of tuition and tutoring in conjunction with the National Tutoring Programme for pupils whose education has been most impacted by the pandemic, including disadvantaged pupils and high-attaining pupils who are eligible for the pupil premium</p>	<p>Evidence shows that targeted tuition can effectively support low attaining pupils, or those not making expected progress, both one-to-one and in small groups:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 98,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole-school approach to increasing percentages of attendance and reducing rates of persistent absence through a range of strategies and support for families including provision of a nurture class to support the attendance of pupils experiencing anxiety-based school avoidance</p>	<p>DfE guidance based on evidence from schools that have successfully significantly reduced levels of absence and persistent absence:</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	7
<p>Ensure that a wide range of opportunities supports the personal development of disadvantaged pupils and promotes home/school partnerships with parents and families</p>	<p>Evidence shows that development of pupils’ social and emotional skills and effective partnerships with parents supports pupils’ improved learning behaviours and academic performance:</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	6

	Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)	
Implement evidence-based approaches to support the well-being of disadvantaged pupils and provide staff capacity and specialist training for interventions	Both targeted interventions and universal approaches can have positive overall effects: EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	6

Total budgeted cost: £243,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 - 2023 academic year.

Intended Outcomes	Impact
Improved oral language skills and vocabulary among disadvantaged pupils leading to faster reading and writing progress in KS1 and in subsequent years.	<ul style="list-style-type: none"> Speech Link and NELI programmes supported language and vocabulary development of targeted disadvantaged pupils. Additional capacity in reception enabled implementation of NELI assessments and interventions. The proportion of disadvantaged children in the EYFS achieving a good level of development in 2023 rose to 67% from 29% in 2022. Although outcomes for disadvantaged pupils at the end of KS1 in 2023 were better than in 2022, they remain lower than in the years immediately preceding the pandemic, particularly at greater depth standard, reflecting the ongoing legacy of COVID
Disadvantaged pupils make sufficient progress to meet or exceed age-related expectations in reading in phonics	<ul style="list-style-type: none"> Despite a rigorous and systematic approach to phonics teaching established through intensive collaboration with a DfE English Hub and transition to a DfE validated systematic SSP, attainment in the Year 1 PSC dipped in 2023 (64% all pupils, 39% disadvantaged). While partially cohort specific with a high level of SEN need in Year 1, it reflects the impact of COVID-19. Phonics and early reading will be areas of sharp focus in 2023 - 24. Consistent phonics assessment enabled provision of targeted interventions supporting progress, particularly for the lowest 20%.

<p>Improved attainment in maths among disadvantaged pupils</p>	<ul style="list-style-type: none"> • A high-quality maths mastery scheme with additional capacity for small group teaching, interventions and tutoring supported the recovery maths curriculum. • Revised diagnostic assessments and gap analysis tools enabled accurate assessment of pupil attainment and provision of targeted interventions to support progress. • Impact remained affected by learning loss in the pandemic and assessment across the school shows widening in the attainment gap in maths compared with previous years. Attainment in maths at expected and greater depth for disadvantaged pupils at the end of KS2 in 2023, has dipped considerably in comparison with recent years and remains a sharp focus for school improvement.
<p>All pupils, especially disadvantaged pupils with SEND in mainstream as well as those with severe and complex speech, language and communication difficulties in the SLD, make the progress they are capable of across the full curriculum</p>	<ul style="list-style-type: none"> • Revised assessments to monitor the progress of disadvantaged pupils with SEND/ speech and language difficulties enabled provision of targeted interventions. • Increased capacity for targeted support and interventions, particularly in the SLD, reception and upper KS2 supported progress of disadvantaged pupils. • However, in-year assessment data reflects continued effects of learning loss for disadvantaged pupils. • Inclusion and support for pupils with SEND will be key areas for school improvement in 2023 – 34.
<p>Disadvantaged pupils, including those with SEND and in early years can access the full, rich curriculum and make the progress they are capable of as they move through the school (with the curriculum as the progress model)</p>	<ul style="list-style-type: none"> • Provision of additional teaching capacity, particularly in reception and Year 6 facilitated small group teaching and enabled targeted interventions to support progress and attainment. • However, attainment and progress continue to be adversely affected by learning loss from the pandemic for disadvantaged pupils and those with SEND across core subjects. • Provision of additional teaching capacity will be maintained and extended in 2023 – 24 to Years 2 and 4 to support pupils' progress through the curriculum.
<p>A consistent whole-school approach to social-emotional learning (SEL) supports pupil well-being, effective learning behaviours and reduces barriers to learning following COVID-19 especially for disadvantaged pupils</p>	<ul style="list-style-type: none"> • Strategies from intensive training on mental health, SEL and learning behaviours completed by school leaders and key staff supported identification and support for vulnerable pupils and families. • Pupil well-being surveys identified vulnerable pupils enabled targeted support and indicated improvement over the year. • Deployment of additional staff in our pastoral team resulted in improved well-being for a number of targeted vulnerable pupils as indicated in pupil surveys.
<p>Improved rates of attendance and punctuality for targeted disadvantaged pupils</p>	<ul style="list-style-type: none"> • Deployment of additional staff in our attendance and pastoral team resulted in improved attendance for a number of vulnerable pupils through regular contact and targeted support for families and pupils.

	<ul style="list-style-type: none"> • Strategies from intensive training on mental health, attendance and school refusal completed by school leaders and key staff enabled identification and support for targeted pupils and families. • Attendance in 2022 - 23 improved from 2021 - 22 for all and disadvantaged pupils and persistent absence decreased. However, attendance needs to be better and remains a sharp focus for school improvement.
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Literacy Shed Plus	Ed Shed
Success for All Phonics	Fischer Family Trust
Tutoring with the Lightning Squad	Fischer Family Trust
Reading Assessment Programme	Fischer Family Trust
Maths No Problem	Maths No Problem
Cornerstones and Curriculum Maestro	Cornerstones Education
Purple Mash	2Simple
Charanga (Music)	Charanga

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Not applicable
What was the impact of that spending on service pupil premium eligible pupils?	Not applicable